

A STUDY ON STUDENTS' ABILITY IN IDENTIFYING AND CORRECTING ERRORS IN ENGLISH SENTENCES OF THE THIRD YEAR STUDENTS AT FKIP UIR

(Studi Kemampuan Siswa dalam Mengidentifikasi dan Memperbaiki Kesalahan Dalam Kalimat Bahasa Inggris Pada Mahasiswa Semester Tiga di FKIP UIR)

Oleh: Syofianis^{*)}, Yulianto^{*)}, dan Yuli Hajizah^{)}**

^{*)} Dosen Prodi Bahasa Inggris FKIP UIR

^{**)} Alumni Prodi Bahasa Inggris FKIP UIR

ABSTRAK

Ada banyak jenis menulis kalimat bahasa Inggris dalam tata bahasa, seperti: kata benda, kata sifat, kata kerja, kata ganti, kata keterangan, kata depan dan lain-lain. Berdasarkan penelitian pendahuluan mereka tidak dapat menemukan, mengidentifikasi dan memperbaiki kesalahan kalimat meskipun mereka memiliki mempelajari pemahaman menulis dan kalimat gramatikal seperti: Grammar I, II, Advance dan lain-lain. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam mengidentifikasi dan mengoreksi kesalahan dalam kalimat bahasa Inggris dan persentase penguasaan mereka dalam menjawab tes. Penulis tertarik melakukan penelitian tentang masalah ini. Penelitian ini diberikan pada Mahasiswa FKIP UIR. Subjek penelitian ini adalah siswa tahun ketiga di FKIP UIR dan objek penelitian adalah studi tentang kemampuan siswa dalam mengidentifikasi dan mengoreksi kesalahan dalam kalimat bahasa Inggris Mahasiswa Semester tiga di FKIP UIR. Desain penelitian ini adalah penelitian kuantitatif deskriptif. Populasi penelitian ini adalah semua mahasiswa Semester tiga. Jumlah populasi adalah 280 mahasiswa dan jumlah total sampel adalah 33 mahasiswa. Penulis menggunakan tes tertulis sebagai instrumen penelitian yang terdiri dari 40 tes item. Untuk menganalisis data, peneliti menggunakan rumus nilai rata-rata, Variance, dan standar deviasi. Setelah menganalisa data, penulis menemukan bahwa kemampuan siswa dalam mengidentifikasi dan mengoreksi kesalahan dalam kalimat bahasa Inggris yang baik. Hal ini ditunjukkan dari nilai rata-rata tes siswa dari kalimat kesalahan yang terdiri dari 4 bahan. Skor rata-rata tes siswa dari yang tidak benar / s. present hilang tegang adalah 81,2%, hadir continuous tense 63,3%, quantifier 49,6%, kata keterangan dan klausa kata sifat 34,8%. Berdasarkan kategori skor siswa dapat diklasifikasikan ke dalam kategori baik.

Katakunci: mengidentifikasi, mengoreksi, tata bahasa

INTRODUCTION

In the academic and professional worlds, writing is very important as well as in English Study Program of FKIP Islamic University of Riau. For all writers in these situations, native and non native students, content and language control are important. For English students of FKIP UIR who are having writing subject, however, achieving sentence level accuracy is doubly challenging because English is not their native language.

As non-native students, of course, they will make grammatical errors when they write. While making errors as a natural part of learning a second language, the students will need to work on eliminating these errors, particularly in formal writing. There are good reasons why the students must worry about

sentence level accuracy. When the students doing academic writing, or any kind of formal writing, they must take into account that the readers' demands' and expectations are very high. Readers of formal written English are aware not only of content but also of sentence level accuracy and they expect sentences to be correct. Also, when they are writing, they have to keep the readers far from misunderstanding and not to cause the readers distracted from the content of what they have written because of language errors.

Furthermore, the students have to consider about spelling, punctuation, sentence structure, grammatical rules. To support the condition above students'

error in constructing the sentences shows that they are still achieve low capability in understanding the English patterns especially in Grammar. It can be shown from the researches that made by old researchers of FKIP UIR about grammatical errors, they are: An analysis on students' error in using basic tense written by Cristina voliana (2004) and the result is error that made by the students is still high, An analysis on the error in asking question by using yes/no question and information question written by Heppi Dwidspani (2004) and the result is the students still make error particularly in auxiliary, and Analysis on students' error in constructing word order written by Aryanto (2004) and the result is most of students still get difficulties in constructing word order, Errors in constructing sentence structure that made by the third year students of FKIP UIR by Rosnauli Judika (2006) and the result is the student's correcting errors in sentence structure is classified into medium level.

Therefore, from phenomenon above the writer interested to conduct a research about **A study on students' ability identifying and correcting errors in English sentences at the third year students of FKIP UIR.**

RESEARCH METHODOLOGY

This research is descriptive quantitative research, it consists of one variable. This research gives description of students' ability identifying and correcting errors in English sentence at the third year students in FKIP UIR. It carries out by using test. It means that the writer will give the test that has some sentences that incorrect and the students will find which one is incorrect and they will make the correct one.

The population of this research consists of 280 at the third year students of FKIP UIR. Because of the population is very large, so the research took one class as a sample by using random sampling.

According Winarno (1986:34), if the population is assumed to be homogeneous and the number is less than 100, the sample

used 50%, if the sample more than 100 the sample is 15 %. The sample is selected by using random sampling technique. The sample of this research was one class, the class that had same level.

The instrument of the research is essay test, which the students are asked to identify and correct errors in English sentences. In this study, the researcher would take data from students' answer of test. The total of test is forty questions of (1) Improper / missing S present tense, (2) Improper / missing Present continuous, (3) Improper / missing quantifier, (4) Improper / missing Adverbs & adjective clause. The test items are adopted from several books used by the university students, that are English Grammar complete edition and Fundamentals of English Grammar by Betty Schramper Azar: 2003.

The test consists of forty questions. The students should identify and correcting errors sentences on the material that the writer gives. The test items are adopted from several books used by the university students that are English Grammar complete edition and Fundamentals of English Grammar by Betty Schramper Azar: 2003.

To get the data that the researcher need, the writer analyses all the items from the aspect of their difficulties level and their level discrimination. After improving the test items, they are tested as an instrument. And then, the procedures of giving the students test items are as follow: Ask the students to read the instruction carefully and Ask the students to do the writing test and their time around 45 minutes. After that, the final score of the test will be the data of the research.

FINDING AND DISCUSSION

In this chapter the writer held the test to get the data of the third year students at FKIP UIR Pekanbaru. The test items

were related to errors in sentences structure that are problems with improper / missing simple present tense, improper / missing present continuous tense, improper / missing quantifier, improper / missing Adverbs and adjective clause. The writer took 33

respondents as sample. After getting and collecting the data, the writer computed and presented the data based on their responses to the question at the real test as in the following:

Table1.The presentation of the respondents' total correct answer for each indicator at Real – Test

Sample	Improper / missing S.present	Improper / missing continous	Improper / missing quantifier	Improper / missing Adverbs & adjective clause	Total correct answer
1	9	6	6	7	28
2	9	7	6	8	30
3	8	7	6	8	29
4	7	3	2	0	12
5	5	3	0	1	9
6	7	2	1	1	11
7	6	3	2	1	12
8	10	10	6	2	28
9	10	10	7	5	32
10	8	9	7	3	27
11	10	10	8	4	32
12	9	10	7	5	31
13	7	3	2	2	14
14	9	9	8	5	31
15	10	10	7	6	33
16	7	5	4	1	17
17	7	4	4	0	15
18	9	8	7	5	29
19	10	6	6	5	27
20	10	6	6	6	28
21	9	6	6	5	26
22	6	3	0	1	10
23	5	4	1	2	12
24	7	4	2	2	15
25	8	4	3	3	18
26	9	8	8	5	30
27	9	8	7	4	28
28	8	7	6	3	24
29	8	8	5	3	24
30	8	7	4	4	23
31	7	4	7	3	21
32	9	7	5	2	23
33	8	8	8	3	27
Total	268	209	164	115	756
Average	8.12	6.33	4.96	3.48	22.9

Table 1. shown that the total correct answer of the students in proving the s.present tense is to be missing / improper was 268 and the average was 8.12, the total correct answer of the students in proving continous is missing / improper 209 and the average 6.33, the total correct answer of the students in proving quantifier is missing / improper 164 and the average

4.96, while the total correct answer of the students in proving a missing / improper adverbs & adjective clause in sentences was 115 and the average 3.48. From these data, it could be concluded that the kinds of errors' sentences that are always appear in the students' work. Their total point in proving errors' sentences is 756 and average point was 22.9.

Table2.The Presentation of the Respondents' Score at Real-Test

Sample	Total correct answer	Individual score
1	28	70
2	30	75
3	29	72.5
4	12	30
5	9	22.5
6	11	27.5
7	12	30
8	28	70
9	32	80
10	27	67.5
11	32	80
12	31	77.5
13	14	35
14	31	77.5
15	33	82.5
16	17	42.5
17	15	37.5
18	29	72.5
19	27	67.5
20	28	70
21	26	65
22	10	25
23	12	30
24	15	37.5
25	18	45
26	30	75
27	28	70
28	24	60
29	24	60
30	23	57.5
31	21	52.5
32	23	57.5
33	27	67.5
Total	756	1890
Average	22.90	57.27

Table2. showed that the total score of the students in doing the tests items concerning proving errors' sentence was 1890 point with average score was 57.27.

This average score was reflection of their errors that are always appear in their work, that was classified as fair level.

Table3.The Presentation of Students' Percentage of mastery, Classification, and Frequency per classification in the test

No	Percentage of mastery	Classification	Frequency	Frequency per classification
1	82.5%	Excellent	1	16
2	80%	Good	2	
3	77.5%	Good	2	
4	75%	Good	2	
5	72.5%	Good	2	
6	70%	Good	4	
7	67.5%	Good	3	
8	65%	Good	1	
9	60%	Fairly Good	2	7
10	57.5%	Fairly Good	2	

11	52.5%	Fairly Good	1	
12	45%	Fairly Good	1	
13	42.5%	Fairly Good	1	
14	37.5%	Fairly	2	9
15	35%	Fairly	1	
16	30%	Fairly	3	
17	27.5%	Fairly	1	
18	25%	Fairly	1	
19	22.5%	Fairly	1	
			33	33

Table 3. shows that the number of the students who got excellent classification was one (1) student, those who got good student classification was sixteen (16) students, those who got fairly good classification was seven (7) students, those who got fairly classification was nine (9) students and no one of them got poor classification.

Based on the above explanation, it could be concluded that the most frequent classification achieved by the students was good (achieved by 16 students) and the least classification achieved by them was excellent (achieved by 1 students). Moreover, the total students who got high marks (who got excellent, good and fairly good) were 24 students and the students who got low marks (fairly) was 9 students

CONCLUSION

After conducting the research, the researcher gets the conclusion from the research finding. The conclusion is as follows:

1. The data of students' ability in identifying and correcting errors sentences is obtained from giving the test to students. They are improper / missing Noun, Pronoun, Verb, and Adverb. The mean of students' score is 57.27, it means that most of students is fairly (middle can answer all the questions). The writer concludes that kind of sentence structure errors that are always appear on students' work was improper / missing adverbs and adjective clause with the percentage 34.8%. It means that the students still felt difficulty in proving errors English sentences, because the students still don't know what is the rules or grammatical from sentences. On the other hand, the writer concludes that identifying and correcting errors English sentences can be proved by students were in terms of improper / missing s. present tense with the percentage was 81.2%, the improper / missing present continuous with the percentage was 63.3% and improper / missing quantifier with the percentage was 49.6%.
2. The average of students' ability in proving sentences structure errors of improper / missing s. present tense is 57.27. After the researcher classified the students' average score of proving sentences structure errors, there are 3 students (9.09%) who classified into Very Good category, there are 13 students (39.39%) who classified into Good, there are 5 students (15.15%) who classified into Enough, there are 3 students (9.09%) who classified Less, there are 8 students (24.24%) who classified Fail. Therefore, the students' ability in identifying and correcting errors in English sentences at the third year students of FKIP UIR is categorized as Good.

SUGGESTION

After conducting the research, the researcher then would like to give some suggestions as follows:

- 1) Suggestions for the teacher:

The lecturer of English Study Program are suggested to teach the students to identifying and correcting errors sentences especially in a structure sentence. The writer openly welcomes any corrections given and it would be much valuable and precious information in relation to improve her knowledge about English well.

- 2) Suggestion for the English students of FKIP UIR

The respondents who still got difficulty in proving sentence structures had to improve their knowledge about grammar and read extensively in English. Those who had got high marks in proving sentence structures had to maintain their ability and helped those who had got fairly.

3) Suggestion for the next researchers

The writer hoped that this thesis would give a significant contribution to the next researchers who will someday be interested in carrying out a research in similar topic of discussion. These research activities could guide them in doing their research next time and the thesis could be meaningful reference for them.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic with this study.

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